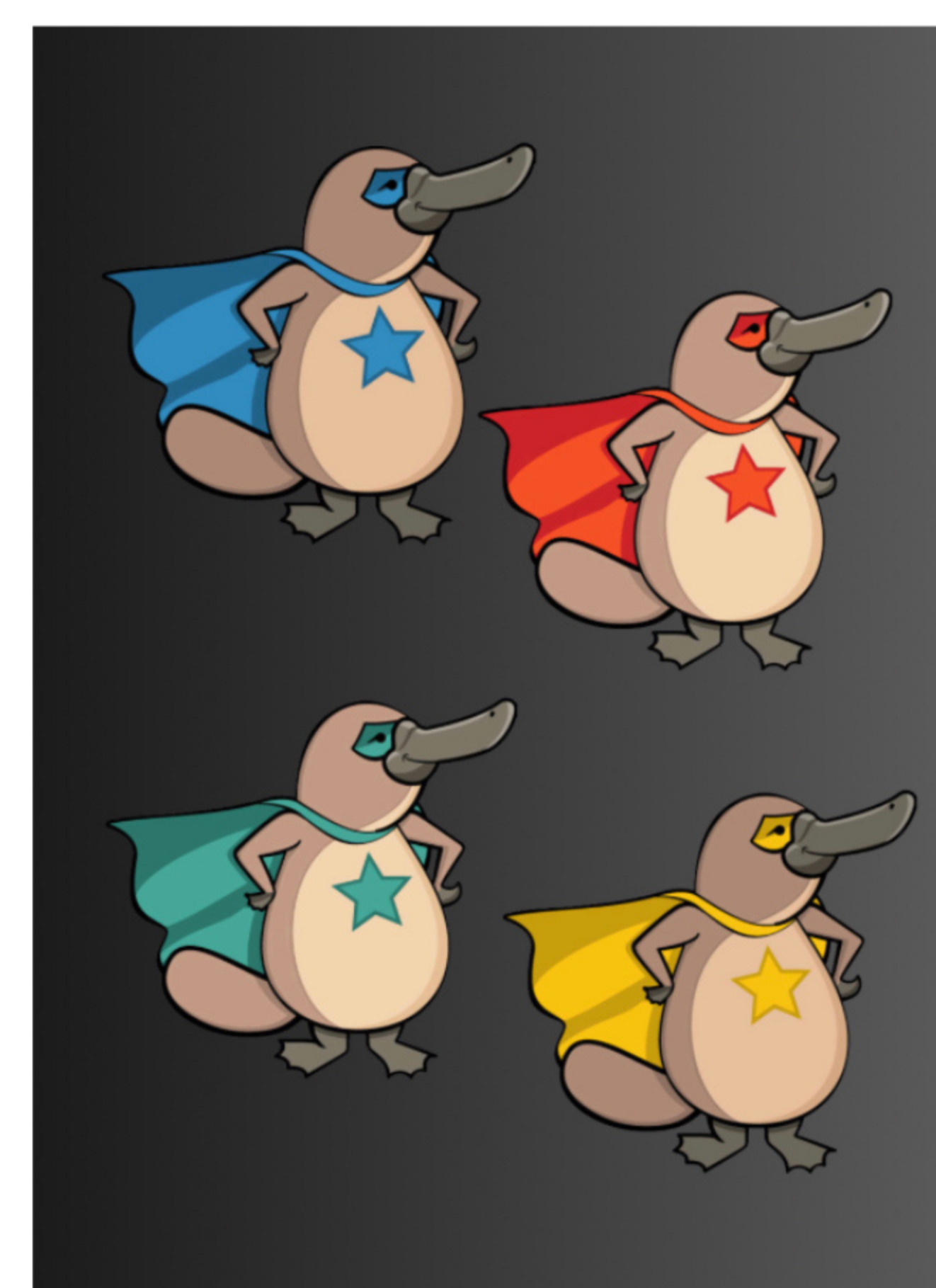




# SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT PARENT HANDBOOK





## What is SWPBS?

School Wide Positive Behaviour Support is an evidence-based framework for Victorian government schools for preventing and responding to student behaviour. It brings together school communities to develop positive, safe, supportive learning cultures.

SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children.

Implementation of SWPBS requires commitment by the whole school community. Staff and students use a common language to discuss behaviour. School philosophy emphasises the need to teach appropriate behaviour. School-Wide Positive Behaviour Support is a program for promoting and explicitly teaching appropriate and positive behaviours, much like academic learning.

Teaching, modelling and reinforcing positive social behaviour is an important part of a student's educational experience.

Instead of using many different behaviour management strategies in each class, a consistent system of expectations for all students within our school is implemented in all areas including classrooms, specialist subjects and other settings such as in the playgrounds and toilets.

We believe that by helping students practise good behaviour, we will build a school community where all students have an environment where they can succeed and grow.

When SWPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships amongst students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety and increased attendance

We acknowledge good behaviour through the collection of tokens. Rewards can be School-wide, classroom or individual. If behaviours on our matrix are displayed in class or around the school, children collect tokens and can receive individual, class or whole school rewards.



## The Behaviour Matrix

Posters have been created to show the expected positive behaviours in each area of the school setting.

Posters are displayed in all learning areas and around the school to support students as they interact in each different area.

All students, across all environments and by all staff, are encouraged and taught how to demonstrate our positive behaviours.



# Behaviour Matrix



we show

we are part of a

we are

we are always

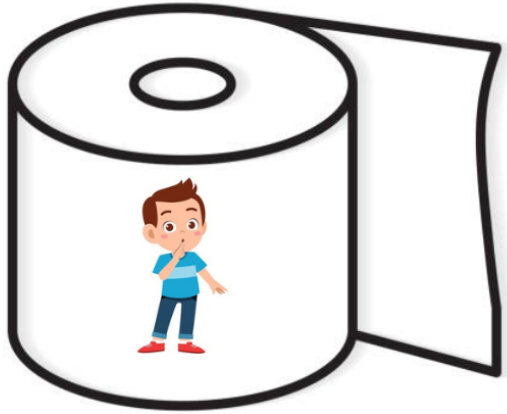
	At All Times	In the Classroom	In the Playground	On the Bus	RESPECT	I actively listen	I follow adult instructions	I include others and accept their differences	I respect the school's, other's and my property	COMMUNITY	I come prepared for class			
		<p>Take turns and share</p> <p>Raise my hand and wait to speak</p> <p>Use classroom materials for their intended purpose</p> <p>Use equipment with care and replace items where they belong</p> <p>We use technology responsibly</p> <p>Use my voice appropriately</p>	<p>Take turns and share</p> <p>Use and share equipment and the spaces for their intended use</p> <p>Accept guidance and decisions from staff</p> <p>Keep my hands and feet to myself</p> <p>Play safe games</p>	<p>Wear my seatbelt</p> <p>Keep my feet down and hands to myself</p> <p>Keep my food in my bag and wait till I am off the bus to eat</p> <p>Sit quietly in designated seating-the order of seating from the front of the bus is: Grade 6, grade 5, grade 4, grade 3 and siblings together, then P-2</p> <p>Use my voice appropriately</p>		<p>Keep my hands and feet to myself</p> <p>Allow others to have their personal space</p> <p>Help others when they need it</p> <p>Walk/move slowly when inside</p> <p>Use kind words and actions</p>	<p>Play by the agreed rules of the game</p> <p>Encourage others and be a good sport</p> <p>Help others when they need it</p> <p>Wear my hat (Term 1 and Term 4)</p>	<p>Line up respectfully and get my name marked off the list</p> <p>Help others when they need it</p>	<p>Stay with partner/group/class</p> <p>Wear a hat (Term 1 and 4)</p>		<p>Have a go and be persistent</p>	<p>Try new games</p> <p>Stand up for yourself and others</p> <p>Find a teacher if problems arise</p>	<p>Be an Upstander and report any issues to the bus driver or teachers</p>	<p>Join in all activities</p>
		<p>Come prepared and take care of my belongings and materials</p> <p>Try my best in all activities</p>	<p>Return to class when the bell goes and music is playing</p> <p>Have a drink and go to the toilet whilst the music is playing</p> <p>Learn the game rules and safety procedures of playground equipment and spaces</p>	<p>Check with my carers to make sure I am on the bus</p> <p>Pack my bag when the bus bell rings</p>					<p>Learn and follow community rules, cross at the crossings, obey traffic lights</p>					

LEARNING

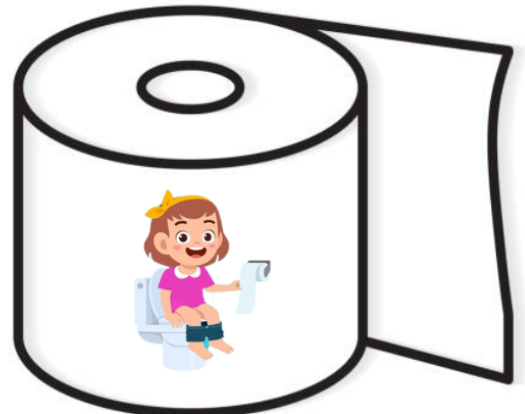
CONFIDENCE



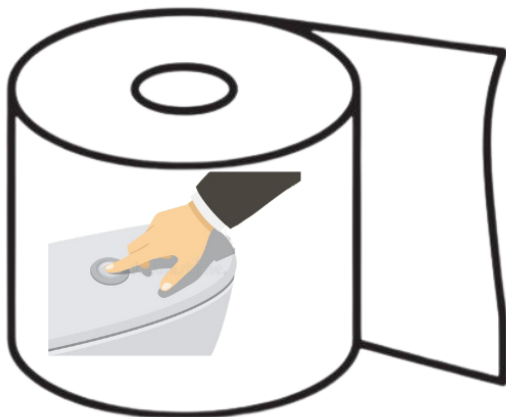
# IN THE TOILETS WE.....



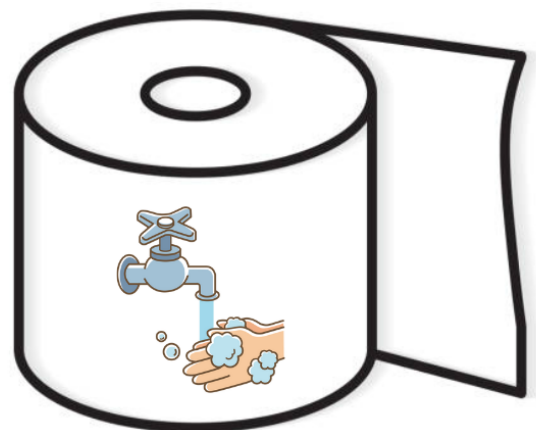
Are quiet



Do wee or poo



Flush the toilet



Wash our hands



Prep-2





# ON THE BUS WE:

Pack our bags when the bus bell rings

Line up respectfully and get our names marked off the list

Wear our seatbelts and stay in our seats

Keep our feet down and hands to ourselves

Keep our food in our bag and wait till we are off the bus to eat

Sit quietly in designated seating, the order from the front of the bus is:

- Grade 6
- Grade 5
- Grade 4
- Grade 3 and siblings together
- Preps-2

Use our voices appropriately

Be an upstander and report any issues to the bus driver or teachers

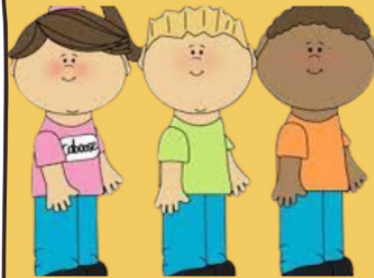




# AT THE CANTEEN WE...



Put the  
basket on the  
bench and go  
back to class



Line up in our  
grade areas



Use manners



Spend our own  
money



Eat at the  
canteen area

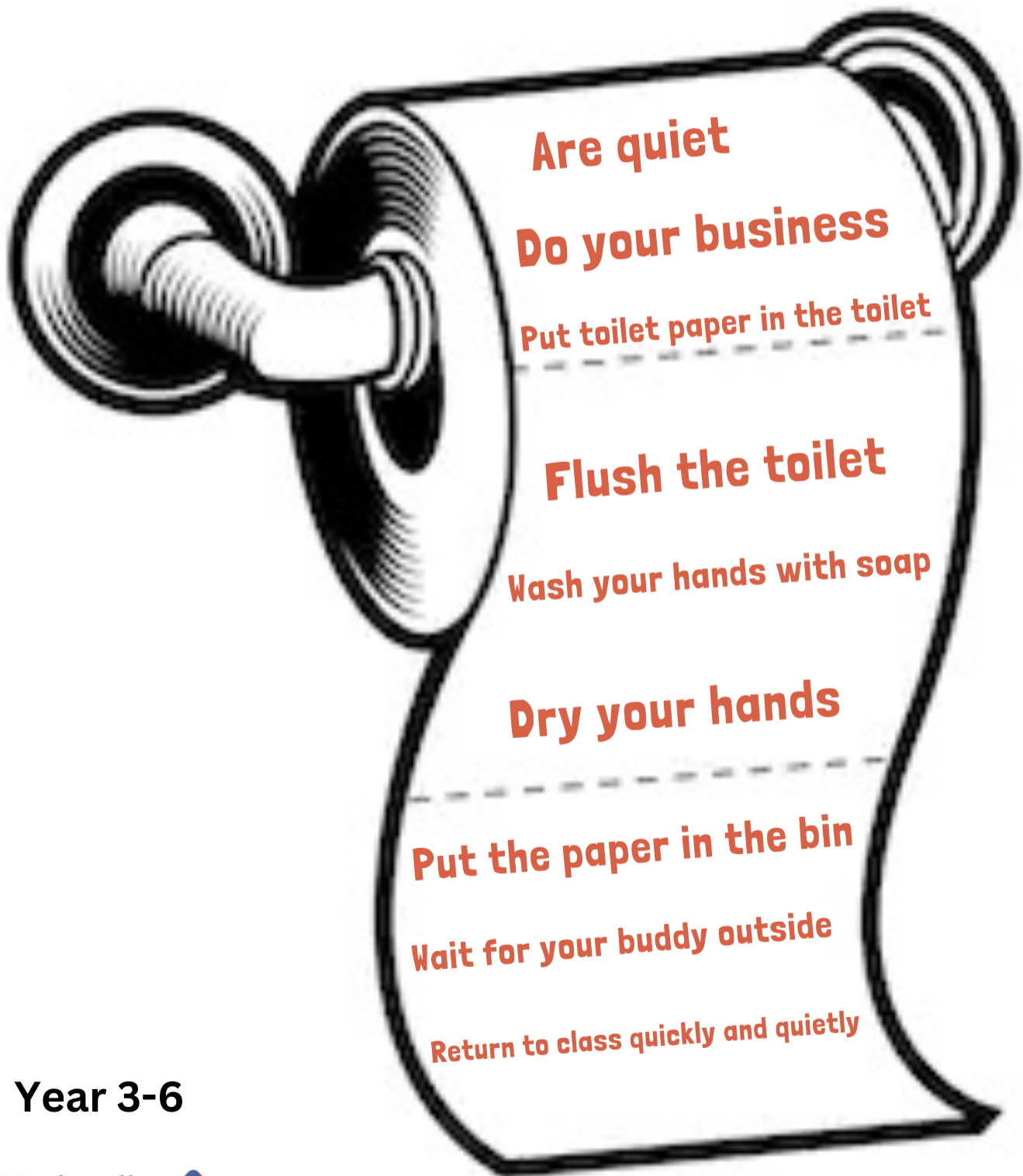


Put our  
rubbish in the  
bin





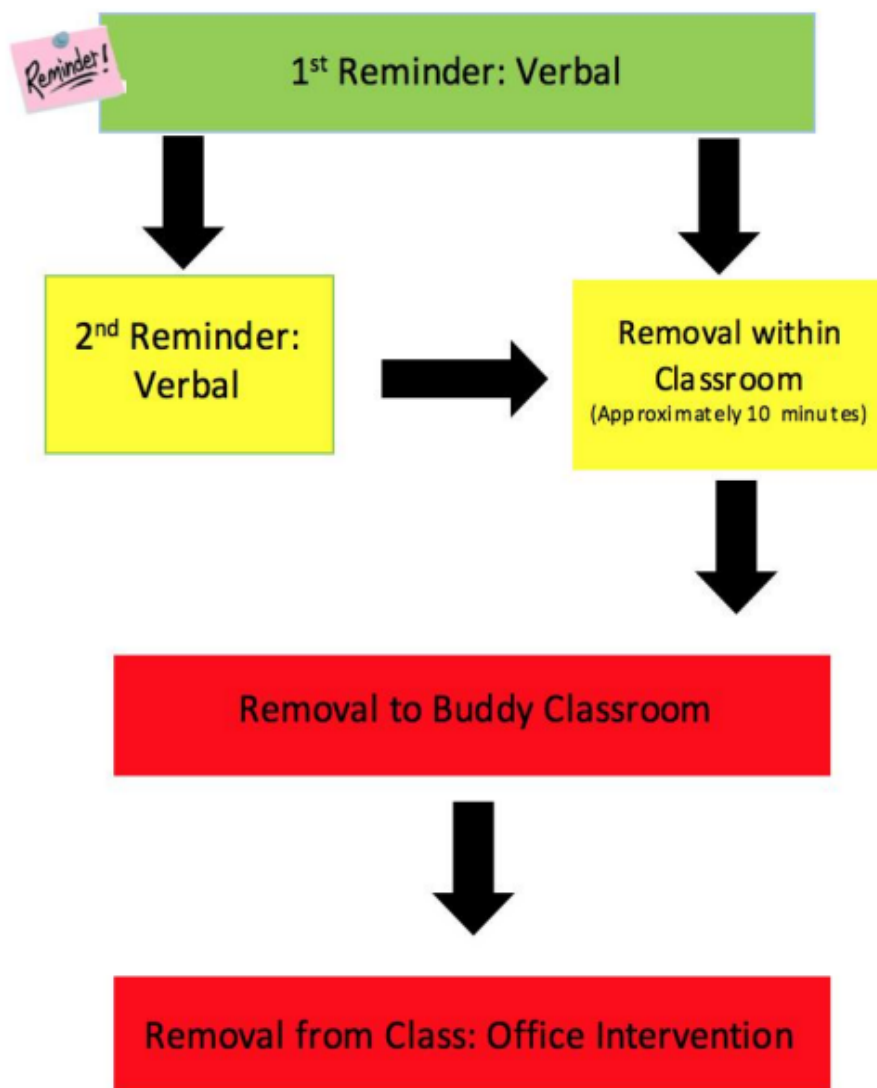
# ***In the toilets we...***



**Year 3-6**

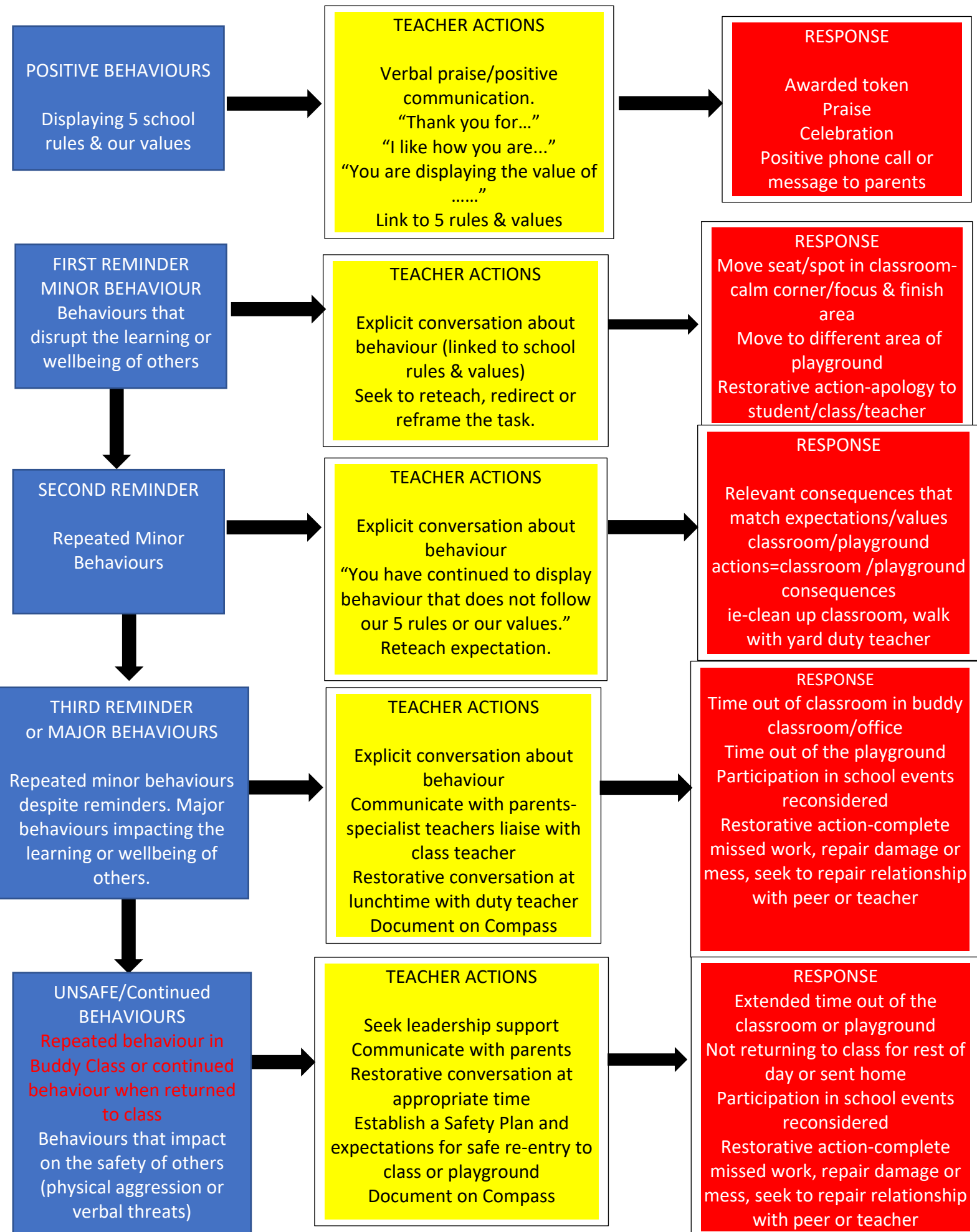


## **HPS Behaviour Support Program that our Staff follow:**





## Behaviour Management Plan



Behaviours have been classified by staff as MINOR or Major behaviours

<b>Minor Behaviours</b>	<b>Major Behaviour</b>
<ul style="list-style-type: none"><li>• Disruption to teaching &amp; learning-calling out, continual talking, back chatting</li><li>• Dishonesty</li><li>• Put downs &amp; teasing</li><li>• Excluding others</li><li>• Invading personal space</li><li>• Disrespecting property</li><li>• Not following instructions</li><li>• Damaging class property</li><li>• Late to class</li></ul>	<ul style="list-style-type: none"><li>• Defiance-excessive disruption and/or refusal to follow directions. Stopping learning for the class</li><li>• Theft or wilful damage</li><li>• Vandalism</li><li>• Verbal aggression-swearing or threats to harm</li><li>• Physical aggression-serious physical contact to any person</li><li>• Leaving the school grounds without permission</li><li>• Repetitive Minor Behaviours</li><li>• Continual defiance-disrespect or non-compliance</li><li>• Cyberbullying</li></ul>